

Programme 118†.

L<sub>2</sub>

(September to December, 1930.)  
(January to March, 1931, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

#### FORM II (A and B).

PUPILS' NAMES.....

#### Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Joshua*, chapters 22-24, and *Judges*, chapters 2-7 and 11, inclusive (see Paterson Smyth). Teacher study Dr. Paterson Smyth's *Joshua and Judges* (Sampson Low, 2/6), Part I., lessons 9 and 10, and Part II., lessons 1-6, inclusive, in order to bring the passages home to the children, adding comments if necessary.

II. *St. Matthew's Gospel*, chapters 1-9, inclusive, using Paterson Smyth's *St. Matthew* (Sampson Low, 2/-), lessons i.-vii.

Optional: *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 2/6). S.P.C.K. *Bible Atlas* (1/-).

The following books will be found useful for teacher's own study: (a) *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). (b) *The Accuracy of the Old Testament*, by J. G. Garrow Duncan, B.D. (S.P.C.K., 6/-). (c) *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6). (d) *Peloubet's Bible Dictionary* (R.T.S., 10/6). (e) *Helps to the Study of the Bible* (Oxford Press, 3/6).

Sunday Reading (optional):

A & B *The Seven Champions of Christendom*, by Richard Johnson (Blackie, 2/-), pp. 125-243. *The Book of Other*

† The 118th term of work set since the Parents' Union School began.



*Lands*, by D. M. Stuart (Harrap, 7/6), pp. 77-112.  
*The Romance of Excavation*, by David Masters (Bodley Head, 3/6), pp. 91 to end.

Sunday occupations:

- A *The Book of Centuries*, see under General History.  
 Choose and inscribe mottoes and texts, using Bridges cards 1, 2, 3. Make Christmas cards.  
 For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d., 1930). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-). *Two Minute Bible Readings; for use in Opening School* (S.C.M., 3/-).

Writing.

- A & B *A New Handwriting\** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.); choose letters from cards 3 (small letters) and 1 and 2 (capitals). Transcribe, with cards 7, 8 or 9 as models, some of your favourite passages from Shakespeare's *King John* or from Poetry Books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (also written or oral narration daily after each lesson, see leaflet H).

- A (a) Stories, (b) verses, in the metres of poems read, from work set in History and Reading. Letters of invitation and acceptance.  
 B Stories from the term's reading. Children in B who cannot write easily may narrate part.  
 Children are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

English Grammar (see N.B. 4.)

Point out Subjects, Verbs, Objects, every week; simple parsing; make progress each term.

- A *A New Junior English Grammar\**, by R. B. Morgan (Murray, 2/-), pp. 11-27, with *Exercises in English Grammar\**, by R. B. Morgan (Murray, 1/9), pp. 1-19. Or, *The Parts of Speech and Their Uses*, by H. W. Household (Macmillan, 1/9), pp. 61-84.  
 B *First Grammar Lessons\**, by C. M. Mason (Dent, 1/6), pp. 8-22, inclusive.

English History.

- A † *A History of England\**, by Cyril E. Robinson, Vol. I. (Methuen, 3/6), pp. 133-194 (1199-1377); or, *A History of England\**, by H. O. Arnold-Forster (Cassell, 8/6), pp. 131-208 (1154-1327).  
 B Marten and Carter's *Elementary Histories*, Vol. II.: *The Middle Ages\** (Blackwell, 2/6), pp. 67-137 (1154-1300), or, use Arnold-Forster as in II.A.  
 A & B Teacher will find useful Quennell's *History of Everyday Things*, Part II. (13th Century), (Batsford, 3/-). Make summaries of events and dates, and, in II.A, a History chart of the 13th Century (see P.R. reprint, 8d.).  
 A Scott's *Tales of a Grandfather* (Cambridge Press, 2/9), pp. 66-105, may be read. [Or, *Wallace and The Bruce* (Blackie, 10d.)]  
 Take the *Home and Classroom* section of *The Times*: order direct from *The Times Office* (6/- a year).

General History.

- A & B *A First History of France\**, by L. Creighton (Longmans, 5/-), pp. 47-75 (1180-1300).  
 A *Man Before History*, by Mary Boyle (Harrap, 2/-), pp. 91-126.  
 A Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums: for reference, *Babylonia and Assyria\**, by D. A. Mackenzie (Blackie, 1/3), pp. 40-80, and British Museum Postcards, Set 38 (1/-).

Citizenship.

- A Suitable stories from North's *Plutarch's Lives: Themistocles\** (Blackie, 10d.). *The Citizen Reader\**, by H. O. Arnold-Forster (Cassell, 2/6), 1926 edition, chapters 11-15 (inclusive).  
 B *Stories from the History of Rome\**, by Mrs. Beesly (Macmillan, 2/6), pp. 1-61. [See books under Reading for 9-50 — 10-20 on Friday.]

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography\** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

† Not to be continued in Form II.



A & B (a) *The Counties of England, Ambleside Geography Book* III.\* (Kegan Paul, 4/-), pp. 157-192, with Philip's supplementary maps for Cambridgeshire (5d.), Norfolk, Suffolk, W. Suffolk, Northamptonshire, and Berkshire (4d. each), or, overseas, (b) *Asia*, by N. B. Allen (Ginn, 4/6), pp. 75-140.

*Round the Empire*,\* by Sir George Parkin (Cassell, 2/6), pp. 122-151, for careful map study.

A Hakluyt's *English Voyages*\* (Horace Marshall, 3/-), pp. 1-46, or, *Our Sea Power*,\* by H. W. Household (Macmillan, 2/-), pp. 102-127.

#### Natural History,<sup>1</sup> etc.

A & B *Life and Her Children*\* (last edition), by Arabella Buckley (Macmillan, 6/-), pp. 269-301.

*The Sciences*,\* by E. S. Holden (Ginn & Co., 3/9, revised edition), pp. 34-71. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used. Or, (2nd year in II.A only), *Wireless*,\* by C. R. Gibson (Blackie, 1/3), pp. 5-44.

Children should make experiments where possible.

Keep a Nature Note-book\* (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, e.g., sea-shore studies. [*Animal Life on the Sea-shore* (Routledge, 6d.), will be found useful.] Seeds, insects, etc., found under trees, etc. *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

#### Picture Study.

A & B Reproductions\* of six pictures by Millet (P.N.E.U. Office, 2/-). See notes for teachers' use only in the September Parents' Review, also *Home Education*, pp. 307-311.

#### French 2 (see N.B. 4).

A & B *Le Français par les Images*\* (Dent, 1/4), Lessons 8-14, with exercises p. 78-83, or, (more advanced) *French for Young Beginners*,\* by Marc Ceppi (Bell, 2/-), lessons 9-16, with pp 116-118 (Nos. ix.-xvi.). *Le Petit Bonhomme* (Blackie, 6d.), for narration.

*Recueil de Poèmes*,\* Vol. I., by J. Molmy (Blackie, 6d.).

N.B.—Teachers will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-), with six Columbia records (6/6 each, not stocked at the P.N.E.U. Office).

<sup>1</sup> Overseas members see special leaflet.

<sup>2</sup> Schools may substitute the national language.

#### Latin (see N.B. 4).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 43-62 or, continue.

#### Arithmetic (see N.B. 4).

Much care with tables and rapid oral work.

A & B Dr. Ballard's *Fundamental Arithmetic*, Pupils' Book II.\* (University of London Press, 10d.), pp. 33-49.

[N.B.—It is essential also to follow directions carefully in *Teacher's Book II.* (2/-).] For rapid mental work use also *Arithmetical Dictation*, by Alfred Wisdom, B.A., B.Sc., Book II. (U.L.P., 1/-), Exs. 92-106.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

#### Geometry (2nd year in II.A). (See N.B. 4.)

A (a) *A Shorter School Geometry*,\* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 30-42. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 1/- or 2/-).

#### or Algebra (2nd year in II.A). (See N.B. 4).

A *Exercises in Algebra for Beginners*,\* by W. S. Beard (Bell, 10d.), pp. 7-14 (Ex. 24).

#### Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualised every day.

Shakespeare's *King John*\* (Blackie; Plaintext Edition, 6d.). Scott's *Lord of the Isles*\* (Oxford Plaintext, 1/-). Stories from *Virgil's Æneid*, by Rev. E. A. Church (Seeley Service, 10d. or 5/-), chapters 1-9. (Alternative to *Age of Fable* and *Heroes of Asgard* for three terms.)

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 277-304. Scott's *The Talisman*\* (Nelson, 1/6).

B *The Heroes of Asgard*,\* by A. & E. Keary (Macmillan, 3/6), pp. 109-176. *The Prince and the Page*, by Charlotte Yonge (Macmillan, 2/6).

#### Drawing.

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Wild flowers and fruits in brush-drawing. Studies of schoolroom furniture. Original brushdrawings from scenes in books set for reading. Design and make Christmas cards and calendars. Memory drawings. Paint-box\* with specially



chosen brushes, palette and colours (P.N.E.U. Office, 2/6): work should be done with brush and in colour; pencil should not be much used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

#### Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Judges*, e.g., chapter 5, and from *St. Matthew*, e.g., chapter 8, (b) Psalm 96, (c) a hymn, and (d) one of the following:—a scene from Shakespeare's *King John*; a ballad from *Historical Lyrics and Ballads*, Book I.\* (Blackie, 1/-); thirty lines from *Lyra Heroica*\* (Macmillan, 3/6).

#### Music.

(a) Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6); or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6), for teacher's own study.

#### Music Appreciation.

The work of César Franck: see (a) article and (b) records suggested under *Our Work* in August P.R.

#### Singing.

Three songs from *The Clarendon Song Books*; Book II. (Oxford Press, 2/6, or 3/-; words and voice part only 6d. or 8d.); *The English Carol Book*, Series I. or II. (Mowbrays, 2/6 each; words only, I. and II. complete, 3d.). Three French songs: *Folk-Songs of France*, Book I. (Novello, 2/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 13-16 (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 24-27 (Curwen, 3/-). Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

#### Drill.

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 2/-). *Scandinavian Dances*, Series II. (Ling Association, 11d.). *The English Country Dance, Graded Series*, by Cecil Sharp. Vols. I.-III. (Novello, 3/6 each): description and tunes of 6 dances in each volume. Ex-Students take House of Education Drills. *Recreational Games*, by E. N. Herbert (Philip, 3/-). Skipping: *A Skipping Manual*, by O. M. Newmarch (Brown & Sons, 2/8). Netball: *Hints on Coaching Netball*, by Beatrice Stempel (Ling Association, 1/6).

#### Work: Crafts, etc.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Cardboard modelling: make portfolios for maps and pictures; see *Simple Crafts for Girls*, by N. A. Poole (University of London Press, 2/6); or make other models (Materials from Philip & Tacey Ltd., 69, High Street, Fulham, London, S.W. 6.): Ambleside students take House of Education Models. *Manual of Plain Needlework*, by Mrs. E. Griffith (Oxford Press, 3/6): Make a child's garment. Simple patterns (3d. each, and 1/6 set of eight) together with instructions in *Practical Needlework for Schoolgirls* (Singer Sewing Machine Co.). Boys: *101 Things for a Boy to make* (Batsford, 5/-). Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. *Plays from Greek Myths*, by Audrey Haggard (Dent, 1/4). Help in Christmas entertainment for poor children. Help the "Save the Children Fund," address: 26 Gordon Street, London, W.C.1.

Teachers will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following:—*Applied Art*, by Pedro Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. In II.A the work lasts two years (average ages, 10 and 11).

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1.

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



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### FORM II. (A and B)

PUPILS' NAMES.....

#### Bible Lessons.

- I. A & B 1. Tell one story to show how God prepared Gideon for his work.  
2. What do you know about Joshua's "last words" to the Children of Israel?
- A 3. Tell how the tribes of Reuben, Gad, and the half-tribe of Manasseh fell under a misunderstanding. What lesson may we learn from the story?
- II. A & B 1. (a), "Where is He that is born King of the Jews?" ; (b), "This is My beloved Son, in whom I am well pleased" ; (c), "Arise, take up thy bed and go into thine house." Tell the whole story in connection with one of these quotations.  
2. "Then was Jesus led up . . . to be tempted of the devil." Describe two of the temptations.
- A 3. What does our Lord teach us about (a), the mote and the beam, (b), being anxious, (c), prayer?

(N.B.—Passages learned under Recitations should not be given.)

Writing. (Also considered in each answer.)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

- A *Life and her Children*, page 6, "Every plant . . . industry."
- B *Stories from the History of Rome*, page 179, "When I compare . . . richer than you."



### Composition.

- A & B 1. Write in verse or prose (i.) a story about one of the following,—(a), Æneas, (b), Thor, (c), Roswal, *or*, (ii.), on autumn leaves in the wind.
2. Give (*not* describe) a scene in which one of the following appears,—(a), Richard Cœur de Lion, (b), King John, (c), "Sir Kenneth," (d), a Highland Bard.

### English Grammar.

- A 1. Analyse, parsing the words in italics,—  
 "The Owl and the Pussy-Cat *went to sea*  
*In a beautiful pea-green boat;*  
*They took some honey, and plenty of money*  
*Wrapped up in a five-pound note."*
2. Add suitable predicates (underlining them) to the following subjects:—Christmas carols; Jane's hat; Christopher Columbus; the man with a wooden leg; my little brother.
3. Make pairs of sentences, using the following words (a), as nouns, (b), as verbs, underlining them and saying what kind of noun or verb each is,—flock, hope, touch, stand, plant.
- or*, (Household.) 2. Say what you can about the words in italics in the following sentences, and make up in each case another similar sentence,—(a), He went away this *morning*. (b), The boys called him a *hero*. (c) We saw the elephant *escape*.
3. Make four simple sentences, and then expand them into compound sentences, saying whether the clause you have added is co-ordinate or subordinate.
- B 1. Pick out subjects and verbs in A 1, and say all you can about them.
2. Complete the following with a subject: ——— sings loudly; ——— was lost yesterday; ——— have been stolen; ——— will climb the mountain; ——— has a reindeer sleigh.
3. Make up four sentences each containing a different (a), noun, (b), verb, (c), adjective. Then pick them out and name them.

### English History.

- A 1. What was Magna Charta? Why is it so famous? Show that it still protects Englishmen to-day.
2. Write a short account of one of the following,—(a), Richard Cœur de Lion, (b), William Wallace, (c), Llewellyn.

3. What do you know of Simon de Montfort and his work for England?

- B 1. What do you know of *one* of the following,—(a), Henry II., "a great and a busy king," (b), King John and the great Charter?
2. Give a short account of one of the following,—(a), St. Hugh, Bishop of Lincoln, (b), St. Francis of Assisi, (c), Marco Polo at the Court of Kublai Khan.

### General History.

- A & B 1. Give a short account of St. Louis and his care for his people.
- A 2. Write a brief account of one of the following,—(a), The First Crusade of St. Louis, (b), The Crusade against the Albigensians, (c), Philip IV. and the war with Flanders.
- A 3. What do the remains of Lake Dwellings tell us of the life of Neolithic people? What drawings have you made in your Century Book this term to illustrate this period?

### Citizenship.

- A 1. Tell (a), how Themistocles saved Athens from the Persians, *or*, (b), how he was honoured by the Persians in his banishment.
2. Give instances to show that taxes are payments made by all for the good of all.
- B 1. Tell (a), the story of the bravery of Caius Mucius in the Etruscan camp, *or*, (b), one story about Caius Marcius Coriolanus.

### Geography.

- A 1. Give a sketch map of Suffolk, putting in the boundaries, rivers and chief towns. What do you know about the county and the work of the people?
- or*, (Overseas.) 1. Show with a diagram the position of Tibet and its boundaries. Describe (a), a visit to a Tibetan settlement, *or*, (b), the city of Lhasa.
2. Compare the two countries, Australia and Canada. Which would you choose if you wanted to emigrate, and why?
3. (a), How did our sea power save England from invasion in the days of Hawke? *or*, (b), give an account of Mr. William Hawkin's trade with Brazil in the reign of Henry VIII.
- B 1. See A 1.
2. What do you know about (a), sheep-runs and squatters, *or*, (b), gold-digging and gold-mining, in Australia?



### Natural History.

- A 1. Describe with a diagram a section of an ant's nest, and show how an ant is fitted for the business of life.  
 2. What is meant by the celestial sphere? What constellations and planets have you seen this term? In which direction did they lie? Diagram.  
 3. Write notes on a special study you have made (*a*), this term, *or*, (*b*), during the summer holidays.
- B 1. What do you know about agricultural ants and the nests they make?  
 2. What is a shooting star? Have you seen one? If so, describe what you saw.  
 3. See A 3.

### Picture Study

A & B Describe, *from memory*, "The Woodsawyers," by Millet.

### French (B may dictate.)

- A & B (Ceppi.) 1. Tell, in French, about (*a*), Old Mother Hubbard, *or*, (*b*), Simple Simon.  
 2. Make a sentence with each of the following verbs, using each person, singular and plural, in turn,—*s'appeler*, *prendre*, *boire*, *voir*, *faire*, *se lever*.
- or*, (*Le Français par les Images*) 1. Make a sentence about each of the pictures i.-vi. on page 44.  
 2. Make the following sentences into questions,—(*a*), *Le chat chasse les oiseaux*, (*b*), *La pie a pris le dé*, (*c*), *Elle a un nid*; and put the following sentences into the plural,—(*d*), *La reine est belle*, (*e*), *Elle aime son bébé*, (*f*), *Mon oncle écrit une lettre*.

### Latin.

- A 1. Decline in the singular, "hostis acer," in the plural, "maie ingens."  
 2. Translate: (1) The leaders sent soldiers to watch the enemy. (2) Tell me your name, boy, do not come into the cottage. (3) They had run to the big ship.  
 3. (*a*). Translate § 52, (*b*), (Term III., § 10*b* in earlier edition) from "Animalia marina" to "immensum et lucidum." (*b*) Read the Latin of (*a*) again, then write a narration in Latin.

### Arithmetic.

- A 1. Find the difference between 15 half crowns and 20 florins.  
 2. (*a*). Add together 1, 2, 3, 4, etc., as fast and as far as you can in one minute, writing down the total and the last number added. (*b*), From 100 take 1, then

- from the remainder 2, then from that remainder 3, and so on as far as you can in one minute. Write the final remainder and the last number subtracted.  
 3. Twelve trucks each contained 3 tons 14 cwt. 3 qrs. weight. What was the total load?
- B 1. How many sixpences are there in £2 : 5 : 6?  
 2. Eight waggons each weigh 2 tons 13 cwt. 3 qrs. What is the total weight?  
 3. Express in yards, feet and inches the sum of  $2\frac{1}{2}$  yds.,  $4\frac{3}{4}$  ft., 15 in.,  $5\frac{1}{4}$  d. yds.

### Geometry.

- A 1. Make a triangle with AB=5 cm., AC=4.5 cm., and angle BAC=70°. Measure BC and the angles at B and C.  
 2. A ladder reaches to a window 16 feet from the ground. The end of the ladder is 12 feet from the front of the house. Make a plan, 4 feet to 1 inch, and from it find the length of the ladder.

### *or* Algebra.

- A 1. Simplify: (*a*),  $5x + 2y + 7 - 2x - 2y + 3z - 8$ .  
 (*b*), Find the value of (*a*) when  $x=3$ ,  $y=2$ ,  $z=4$ .  
 2. What is the value of (*a*),  $x$  when  $x \times 12 = 132$ .  
 (*b*),  $y$  when  $y \div 5 = 4$ ?

### Drawing (with brush and in colour).

1. An original illustration (with a title) for a scene from (*a*), *The Talisman*, *or*, (*b*), one of the other books set for reading.  
 2. (*a*), Some wild fruits, *or*, (*b*), a Christmas card.

### Music Appreciation.

What music by César Franck have you heard this term?  
 Say what you can about one of his compositions.

### Recitations \*

Father to choose a hymn, a poem, *or*, a scene from *King John*, *or*, a ballad, and two passages from the Bible Lessons.

### Reading \*

Father to choose unseen passage.

### Music \*

Examine in work done and report progress.

### Singing \*

Father to choose an English and a French song, and two tonic sol-fa exercises.



Drill. \*

Drill, before parents.

Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

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N.B. 1.—Examination to begin on Monday, December 8th. Papers to be posted on Saturday, December 13th, *with no other enclosure*. Schools may send in papers up to 22nd.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, *i.e.*, *one* answer in each subject, (b) the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of any two of the three terms in the year.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.



FORM IIA:- Question on Wireless by C.R.Gibson.

Tell what you know about electric waves. Give  
diagrams if possible.